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ABSTRACT

This handbook was written to demonstrate the procedure for setting up and running a citizen advisory council for vocational education programs. Organized into seven sections, the handbook provides information on the background and purposes of an advisory council, procedures for establishing a council, council operations, the council role, public relations, council effects on legislation, and evaluating council effectiveness. Some of the information summarized in the booklet includes who should serve on councils; size of councils; conducting meetings; duties of the officers; and goals, objectives, and activities that local vocational education councils might undertake. Appendixes to the guide include samples of minutes and appointment letters as well as a council constitution. (KC)

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Handbook for

Local Vocational Education Advisory Councils

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"The People Speak"

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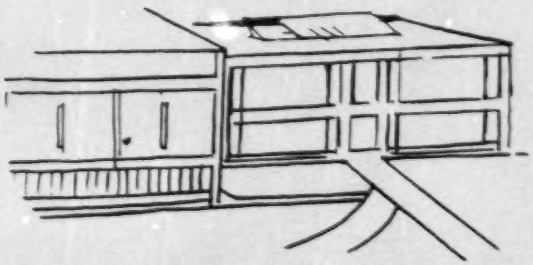
INTRODUCTION

The system of public education in the United States has been created and maintained by society to do certain things society wants done. If this premise is accepted, it should follow that the system is a cooperative and coordinated effort with educators aware of the desires and needs of the community and the public informed about the educational experiences being provided for the students.

All facets of education today are faced with accountability. Schools can no longer say they have a good school because they are well organized, have a large per student valuation, have a new building, a high salary schedule or a good football team. The



schools of today need to work closely with their patrons on the following questions: How well are individual needs being met? What happens to the product? Are manpower needs being met? Do all persons have ready access to vocational training or retraining?

Vocational education, if it is to become an integral part of the community in which it exists, must have close cooperation with the community. It prepares youth and adults to enter the world of work and provides a means for upgrading their skills. Therefore, it must be continuously evaluated by persons engaged in various occupational fields in order to assure up-to-date and relevant instruction.

The use of advisory councils is an efficient and logical method of providing this evaluation. The council members represent specialists in their fields. Their awareness

ADVISORY COUNCIL

of the needs of individuals and the community offers the educator a base for implementing and maintaining realistic and viable programs.

TYPES AND PURPOSES OF COMMITTEES WITHIN THE ADVISORY COUNCIL

Advisory councils may vary depending on the need of the school at the time they are established. Councils that function after a program has been established generally fall into three divisions: general advisory council, departmental advisory committee, and advisory committees for specific occupations.

"General Advisory Councils" assist in the development and maintenance of the entire vocational program of a school or a school district. They identify needs of individuals and the community, help assess labor market requirements, contribute to the establishment and maintenance of realistic and practical programs, participate in developing community understanding and support, aid in building the prestige of and respect for the entire vocational program, and are concerned with long-range goals.

"Departmental or Program Committees" serve one occupational area of the vocational department; that is, agriculture, trades and industry, home economics, etc. They assess programs according to local needs and suggest changes and additions for the curriculum.

"Craft, Ad hoc, or Occupational Committees" are concerned with the content and experiences involved in a specific occupation; such as, food merchandising, child care, ornamental horticulture, or carpentry.

An advisory council, in many cases, may serve in all capacities. This should be determined by the size of vocational programs and the desires of the board of education and vocational teacher(s).

The chief purpose of an advisory council is to formulate, to recommend, and to evaluate policies and programs as they relate to the specific tasks established for the council. The council does not have the authority to administer nor legislate. Therefore, the council cannot usurp the prerogatives of the board of education or the school administration.

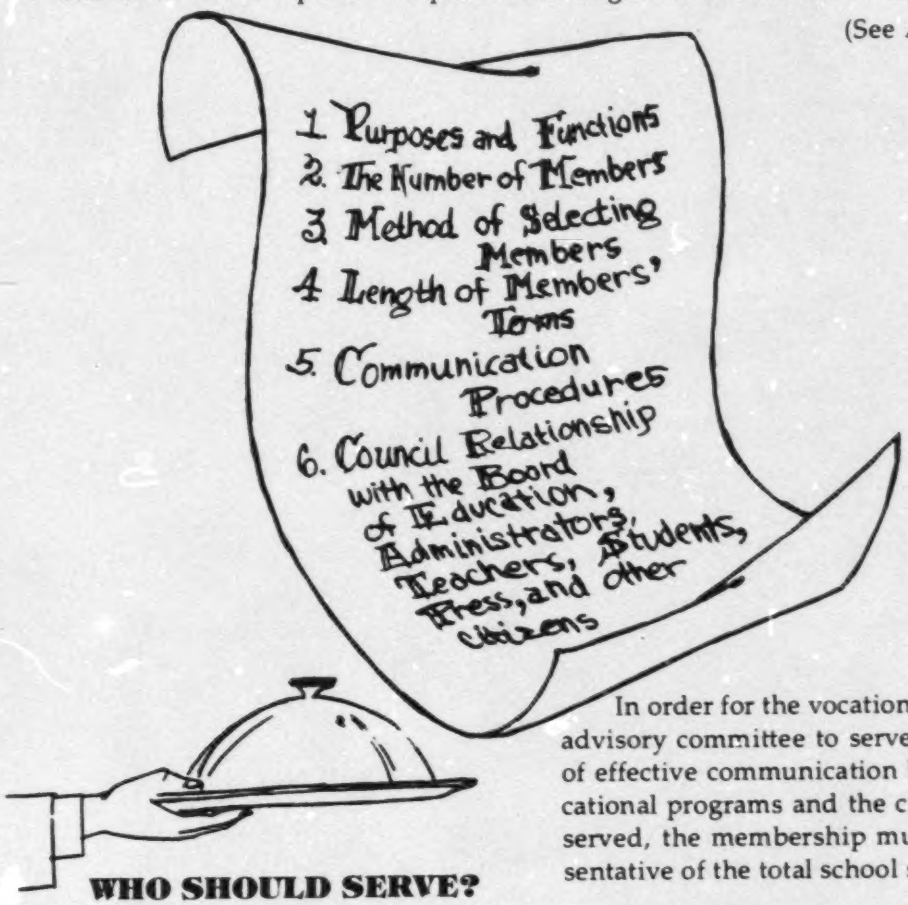
PROCEDURES FOR ESTABLISHING

Where to Start:

Generally, the local vocational education teacher(s) will describe the role, function and purposes of an advisory council to the school administrator. The teacher(s) will also explain the organizational structure and the procedure for establishing such a council. The school administrator in turn advises the local school board of the need for the formation of an advisory council and recommends the establishment of such a council. The board of education adopts a resolution or operational procedures to this effect.

The resolution or operational procedures might include the following items:

(See Appendix C)


1. Purposes and Functions
2. The Number of Members
3. Method of Selecting Members
4. Length of Members' Terms
5. Communication Procedures
6. Council Relationship with the Board of Education, Administrators, Teachers, Students, Press, and other citizens

WHO SHOULD SERVE?

In order for the vocational education advisory committee to serve as a means of effective communication between vocational programs and the citizens to be served, the membership must be representative of the total school service area.

Members should be selected to represent:

1. Geographical sections of the school service area
2. All types of business—particularly the predominant business and industry of the area
3. Both labor and management
4. Parents of vocational education students
5. Former vocational students
6. Farmers
7. Various age levels
8. Different educational levels
9. Present vocational education students

Representation of this sort will enable the advisory council to reflect the points of view of the important segments of the community being served by vocational education.

Personal qualification is another consideration in deciding who should serve. Some of the qualities which are desirable are as follows:

1. A reputation for integrity and good character
2. Willingness to serve
3. Willingness to dedicate time
4. Interest in vocational education
5. Confidence of associates
6. Ability to make a contribution

SIZE OF COUNCIL

The size of the council is a very important consideration. It will vary by size of the community, the scope of the vocational education offering, diversity of businesss and industries in the community, and the purpose of the council. The council should not be so large as to be unwieldy or so small as to be unrepresentative of the community. Twelve to fifteen council members have proved to be a desirable number for general councils. Special committees may be smaller.

Nomination and Appointment of Members:

The vocational education advisory council should become a continuing body with the majority of its membership composed of experienced persons. This may be accomplished by initially appointing some members for one year, some for two years and others for three-year terms. Thereafter, all members would be appointed for not less than a three-year term nor more than a five-year term. Normally a member will not serve more than one term in succession to allow for bringing in new persons who presumably would have new ideas. However, special circumstances might justify continuation of some members beyond the normal period of service.

A widely used procedure for nominating members is for the vocational education teacher(s) and the school superintendent to recommend a list of possible nominees to the board of education. In the case of an existing council, the council may suggest the list of nominees.The board of education in turn selects and appoints each member of the advisory council for a specific term.

Notice of appointment should be made by letter from the board of education, stating the term for which appointment is made. The appointments should also be presented to the local media for publicity. (See Appendix B for sample).

A record of the years of service of present and past advisory council members should be maintained by both the vocational teacher(s) and the board of education.

COUNCIL OPERATION

Organizational Meeting:

The first meeting of a newly appointed advisory council should be devoted to the orientation of members and program planning. The vocational education teacher(s) and the superintendent of schools will *share* the responsibility for conducting this first meeting. Some items to be included on the agenda are:

1. Explanation of the purpose, typical activities, and functioning of an advisory council in connection with the vocational education programs

2. Description of the vocational programs in the school

3. Identification by the board of education of problems with which help is needed

4. Selection of one or more problems to be discussed at the next meeting

5. Determination of place, date, hour, and length of regular meetings

6. Election of officers: chairman, vice-chairman, and secretary (all offices should be for a one-year term).

Organizational Meeting for an Ongoing Council:

The annual organizational meeting for an ongoing council should be held as soon after July 1 as possible. The leadership will come from the chairman with the vocational teacher(s) and superintendent serving as resource persons. In addition to routine matters, the following items may be included in the agenda:

1. Report of year's accomplishments in vocational education
2. Report by the superintendent on those policy problems about which the board of education would welcome recommendations
3. Report by the vocational teacher(s) concerning operational problems about which advice is needed
4. Determination of place, date, hour and length of regular meetings for the coming year
5. Setting goals and planning activities for the coming year
6. Election of officers.

Conducting the Meetings:

The chairman should assume responsibility for preparing the agenda well in advance of each meeting. S/he should contact the secretary, the vocational education teacher(s), and the school superintendent in order to make sure that no important matter is omitted. In determining the order in which items will appear on the agenda, the chairman may observe the following order of business: (Appendix A)

1. Reading and approving the minutes of the previous meeting
2. Committee reports
3. Teachers' reports
4. Unfinished business
5. Communications
6. New business
7. Suggestions from members

The secretary is normally responsible for mailing notices to members of the committee well in advance of the meeting. The notice should include the agenda, special materials the members will need to study, the date, and time.

Meetings may be held in a classroom in the school. However, this is not mandatory. It may be appropriate to meet in a local business, service club, civic club, or town meeting hall.

DUTIES OF THE OFFICERS

The duties of the chairman include calling the meeting to order at the appointed time, presiding throughout the meeting, and adjourning at the agreed hour. Meetings should be conducted in a businesslike manner, using parliamentary procedure and observing the order of business established by the agenda. The chairman may appoint one or more members to represent the council at certain functions or to perform certain tasks. S/he may also appoint committees to work on problems needing special study. The vice-chairman will perform the duties in the absence of the chairman.

The secretary keeps minutes of all meetings. S/he also is responsible for getting the minutes duplicated and distributed promptly to regular and consulting members, the president of the board of education, and the superintendent of schools.

A vocational staff person should be assigned as the coordinator or contact person for the council. This person will work closely with the elected chairman, helping to prepare and distribute agendas, minutes, and reports. S/he, other staff, and administration should attend meetings as ex-officio members to provide information and represent the school's point of view.

NUMBER OF MEETINGS

There is no general rule regarding the number of meetings to be held. However, if a council is to contribute to the building of a worthwhile program, it must meet regularly, and two or three times a year is not enough.

For maximum effectiveness, newly formed councils should schedule monthly meetings, and established councils serving established programs should meet at least quarterly. However, necessity should be the criterion for determining the number of meetings to be held. Busy men and women cannot be called together without justification.

RECOMMENDATIONS AND ADVICE

Recommendations and advice should be written, thereby reducing the chance of misinterpretation. They must be presented to the board of education through previously established communication channels. Generally this means a direct presentation to the board on an annual basis. The council recommendations are the result of the year's study. An opportunity for comments from the board should also be a part of the presentation. Recommendations and advice must always represent the viewpoint of the majority of the council. In some cases it may be appropriate to submit a minority report.

FULFILLING THE ROLE

Goals, Objectives, and Activities

GOAL I. TO PROVIDE LOCAL EDUCATION AGENCIES WITH ASSISTANCE IN ADAPTING PROGRAMS TO LOCAL AREA NEEDS FOR EMPLOYMENT

Objective A. Assist in providing current occupational information for student counseling purposes

Activities

1. Establishing and maintaining a library of visual aids, magazines, and books concerning vocational opportunities
2. Providing information concerning desirable aptitudes, education, and experience background which applicants need for entry-level jobs

Objective B. Assist in determing local job opportunities

Activities

1. Assist in surveying manpower needs and new and emerging occupations in the local area
2. Advising on the changing nature of job requirements in occupational fields
3. Hold a public meeting on vocational education and local manpower needs
4. Assist in placing of vocational program terminees

Objective C. Analyze the course content to insure meeting the changing needs of the local area

Activities

1. Review of textbooks and materials used in the course
2. Conduct job analysis in local industries/businesses in the area served by the local education agency
3. Consider the vocationally oriented courses which may be offered in grades 7-12 and recommend those which should be taught
4. Review and suggest content for courses of study and standards of proficiency in areas which are essential to becoming successfully employed in an occupation
5. Study the need for programs to serve out-of-school youth and adults and recommend ways in which such programs may be implemented
6. Provide guidance to the teacher(s) in selecting and scheduling the activities to be included in his/her annual program of instruction
7. Recommend standards for student work experience programs

Objective D. Evaluate the physical condition of facilities and adequacy of program equipment

Activities

1. Review requests for laboratory and shop equipment and supplies
2. Review classroom and shop safety program
3. Consider adequacy of physical facilities for vocational education

GOAL II. TO ENHANCE QUALITY OF TRAINING COURSES TO GIVE YOUTHS AND ADULTS A BETTER OPPORTUNITY TO MEET EMPLOYABILITY NEEDS

Objective A. Assist in maintaining and improving instructional resources and learning experiences

Activities

1. Providing plant tours and field experiences for classes or students
2. Identifying or suggesting consultants or resource personnel to enrich the instructional offering
3. Suggesting suitable firms and agencies where students can obtain appropriate work experiences and assist in establishing work stations
4. Assist in locating sample kits of raw materials, finished products, charts, posters, etc., for exhibit and instructional purposes in the classroom and shop
5. Assist in obtaining needed school equipment and supplies on loan, as gifts, or at special prices
6. Supporting student organizations and sponsoring student incentives, prizes, and scholarships
7. Suggesting qualified persons for teacher vacancies or as substitutes

Objective B. Assist in promoting vocational education in the school and community

Activities

1. Representing vocational education in the school and community
2. Making arrangements for speakers to explain the local vocational education programs to community organizations
3. Utilizing daily contacts with people in the community in carrying the story of vocational education to community and political leaders
4. Encouraging community and school participation in special events; such as, open schools, awards presentations, etc.
5. Provide news stories concerning vocational education programs to the local news media

6. Testify in support of vocational education at meetings which may be called by local and state officials, boards, and legislative groups
7. Participate in radio and television programs designed to promote vocational education
8. Advise employees and their families concerning vocational education programs through information on bulletin boards, news stories, in-company publications, and enclosures in pay envelopes
9. Encourage organizations and agencies to stimulate development of vocational students' work experience programs
10. Building interest and understanding between the vocational department and community organizations
11. Serve as a liaison between rural and urban interests
12. Keep the school informed of the reactions of the public to the vocational program and its activities

GOAL III. ASSIST LOCAL EDUCATION AGENCIES IN DEVELOPING GOALS AND IN EVALUATION OF PROGRESS IN REACHING THOSE GOALS

Objective A. Advise on the development of long- and short-range plans for vocational education

Activities

1. Review existing board policies on vocational education
2. Review agency's annual and long-range vocational education plan
3. Assist board with development of program evaluation procedures

Objective B. Assist in providing evaluations and recommendations

Activities

1. Provide objectively written evaluations and recommendations on needed program improvements for the board of education
2. Evaluate actions concerning previous recommendations
3. Evaluate effectiveness and direction of council activities

GOAL IV. RECOMMEND SUCH CHANGES IN PROGRAMS, SERVICES OR ACTIVITIES AS ARE WARRANTED BY EVALUATIONS

Objective: Provide local education agencies with written recommendations

Activity:

Prepare an annual report to the board of education stating the observations, findings, and recommendations of the council majority and including supportive data

PUBLIC RELATIONS

"Doing Something Right and Getting Credit For It"

What is public relations? It could just as easily be called "public information" . . . a communication link between vocational education programs and the people who provide the support for the program. The local advisory council can play a vital role in getting this information to the general public.

Telling the accomplishments in vocational education is too big a job for the professional educators alone. Furthermore, there are many activities that can be more effectively managed from outside the educational system. Both the school and the council working together will unquestionably convey the message more effectively.

Vocational education must continue to strive to create a positive image in the community. Public relations/public information will play a valuable role in developing this image within the school, public sector, and the business community. A well-informed and knowledgeable public will tend to support and further their support of relevant educational programs. Vocational education must tailor its respective program to meet the needs of the student and future job opportunities.

COMPONENTS OF PUBLIC RELATIONS

Effective public relations consist of four components:

I. Research—
Fact finding must be done; the subject must be familiar. Know the strong points and the weak points of the program. Emphasize those strong points. Don't try to hide the weak points; they might be useful in justifying requests for additional funding, new facilities, etc. Know your program, inside and out.

II. Planning—
Failing to plan is planning to fail. The public relations campaign must have adequate planning. Decide on the groups to be reached and the best way to attract and keep their interest.

III. Communication—
Communicating is having a message, but you also must have an audience, or it doesn't make any difference. For communication to be effective, the audience must interpret the message correctly.

IV. Evaluation—
Was the message heard and interpreted correctly by the intended audience?

WHO IS THE PUBLIC?

1) Prospective Students
2) Parents of Prospective Students
3) Non-Parents
4) Academic Teachers
5) Potential Employers (Business, Industry, and Labor)
6) News Media
7) Legislators

PUBLIC RELATIONS ACTIVITIES TO REACH SPECIAL GROUPS

Prospective Students—

Encourage local industrial displays in school to relate education to the economy. Involve current vocational students to speak about vocational education, and provide information to area schools concerning vocational education courses available.

Parents of Prospective Students—

Insert information on vocational programs in report card envelopes and mail vocational newsletters to parents. Arrange visits to vocational programs and follow-up information on vocational graduates with parents.

Non-parents—

This group is growing every year; they are the taxpayers who are assessed to support the total educational program. Share placement data with them and how vocational training is supportive to the community's economy. Emphasize that vocational education is an investment that pays dividends to the employer and employee alike.

Academic Teachers—

Show how vocational education can benefit all students because it utilizes the basics in earning a livelihood. Emphasize that education is valuable to the student only when it is utilized. Point out the many opportunities in which the basic educational skills are utilized in vocational courses thus making the total educational process more relevant to the student.

Potential Employers—

Include people from business and industry as advisory council members. Use employers as resource people in the classes. Use resources from business and industry to increase the relevance of program objectives. Employers projections on future employment needs can be valuable in counseling students.

News Media—

Establish channels of communication; the effort must be ongoing, not a hit or miss effort. Many good educational success stories never get told by the school. Advisory council members can be helpful in identifying student achievements that are newsworthy. Make maximum utilization of American Education Week, Vocational Education Week, etc.

Legislators—

The most important educational decisions of the future will be determined in the legislative arena. Lay citizens can provide as much influence to legislators as professional educators. Legislators always appreciate hearing from their constituents. They can make good legislative decisions only if they are properly informed.

GENERAL PUBLIC RELATIONS ACTIVITIES

A vocational education public relations program can be more effective if there is a good general education public relations program already in place at the school. A school-wide public relations program is only as effective as the cooperation received from all sectors of the educational offering. Certainly, school-wide public relations activities would justify maximum involvement from all of the vocational program offerings because they emphasize the comprehensiveness of the school in meeting educational needs.

Involving advisory council members in school-wide activities such as parents night, career fairs, open houses, education week, etc. help strengthen ties between the school and community. Increasing community involvement in the school is one of the best ways to strengthen the schools position in the community.

LOCAL COUNCIL INPUT ON LEGISLATION

Local vocational advisory councils can play an important role in determining the outcome of legislative issues. Members in a democratic society can generally become more influential politically by affiliating with a group. This is especially true in education where professional educators are discounted by legislators because they have a vested interest. Local vocational advisory councils can be a very effective legislative voice for education because their livelihood is not a factor.

Facts of Life:

1. A conservative estimate projects the number of local advisory council members in Nebraska somewhat over 3,000. This could mean a substantial support base for vocational education issues if effectively mobilized.
2. Human nature seems to become more exerted and responds faster to issues they oppose. Legislation which people agree with seems to be taken for granted. Quite often in our democratic society the negative minority is vocal and the positive majority remains silent.
3. Legislators welcome contacts from constituents, but will probably not commit themselves until they know all the facts on an issue. (Supporters must outnumber opponents)
4. Numbers alone will not insure success. Support must also be built on a personal relationship with the legislators.
5. Don't hesitate to express your concerns to a legislative aide should the legislator not be available. In many instances issues become so complex that most legislators depend on aides as the specialists in a certain area. Talking and becoming acquainted with a legislative aide in many cases is as effective as the legislator.
6. The development of a working relationship with a legislator, means working hard to apply the same basic principles which build any effective relationship.

STEPS TO BUILDING A SUCCESSFUL RELATIONSHIP

1. Don't continually make requests from your legislator without something to offer. People running for public office are more responsive to those who have helped them to become elected.
2. Offer to provide information, involve other people, and suggest alternatives. Quite often legislation is built on compromise which recognizes all sides of an issue.
3. Do not make impossible demands. Do not expect your legislator to deliver everything you have requested. Legislators are confronted with continuous pressures. They need help in prioritizing their values.
4. Maintain regular contact. "One shot" requests are usually very ineffective. You have to be known as a person not as a fair-weather friend. Your interests should be more than vocational education. Establish your image as a community minded citizen.

SUCCESSFUL COMPONENTS OF LEGISLATIVE CONTACT

Persons using these suggested models should be creative and vary the format to project originality.

Model Letter:

Paragraph 1—Thank the legislator for his/her previous response to your telephone call, letter, personal visit, etc.

Paragraph 2—Tell the legislator what you see as the solution to the concern/problem. Present your case with logic and facts not hearsay and emotion.

Paragraph 3—End by thanking the legislator for listening to your concerns, and look forward to hearing from him/her on his/her thoughts or actions on the matter.

Model Telephone Call:

1. Thank the legislator for any previous action she or he has taken with response to past requests.
2. State why you are calling. Legislators are extremely busy so be as direct as you can without sounding short.
3. State what you see as the solution to the problem.
4. Ask if there is anything you can do at home.
5. End on a positive note and let the legislator know when you expect to either hear from him/her or when you will be making a future contact.
6. Follow up with a letter for a written record.

Contact the Clerk of the Legislature to receive the *Unicameral Update* for each legislative session.

Hotline numbers are: Outstate (800-742-7456)
Ombudsman (800-742-7690)

Persevere! Be Positive! Be Honest!

EVALUATING COUNCIL EFFECTIVENESS

The time and effort required of a council can be justified only if it is effective. The following checklist should be helpful in evaluating the functions of the vocational education advisory council.

SELF-ADMINISTERED CHECKLIST FOR EVALUATING VOCATIONAL EDUCATIONAL ADVISORY COUNCILS

Directions: Mark each question in relation to the operation of the adviscry council evaluating vocational education in your school system.

YES NO

___ ___ 1. Is provision made for the permanence and continuity of the council?

2. Has the local board of education developed policies relative to:

___ ___ a. advisory council functions?

___ ___ b. number of council members?

___ ___ c. method by which members chosen?

___ ___ d. method of replacing members when their terms expire or when vacancies occur?

___ ___ e. procedures for communicating with school personnel and board members?

___ ___ f. relationships of the council to board members, administrators, teachers, students, and the community?

___ ___ 3. Are members of the advisory council nominated by the school staff and present members?

___ ___ 4. Does the board of education make the appointment of individuals to the advisory council?

5. Are members selected because of their:

___ ___ a. interest?

___ ___ b. knowledge?

___ ___ c. ability?

___ ___ d. willingness to serve?

___ ___ e. "segment of interest group" representation?

6. Members are notified of their appointment by:

___ ___ a. letter

___ ___ b. personal visit by a school representative

___ ___ 7. Are council members appointed for a definite length of time?

___ ___ 8. Are council membership replacements staggered?

___ ___ 9. Does school board policy provide that members will not succeed themselves more than two consecutive terms?

___ ___ 10. Is the chairman elected from the ranks of the council?

___ ___ 11. Is the school represented by ex-officio members?

___ ___ 12. Are members aware of the specific purposes for which the council is formed?

___ ___ 13. Are council members informed well in advance of meeting dates and places?

___ ___ 14. Are council meetings held only when sufficient need exists to require the meeting of the council?

___ ___ 15. Is publicity provided for council activities?

___ ___ 16. Are formal council recommendations written?

___ ___ 17. Are council recommendations channeled through appropriate school authorities?

___ ___ 18. Does the advisory council accept the philosophy that its duty is to recommend, not to administer?

___ ___ 19. Does council membership include representatives of all social classes in the community?

___ ___ 20. Are young adults and students represented in council membership?

21. Is there a feeling of need for the advisory council by:

___ ___ a. board members?

___ ___ b. administrators?

___ ___ c. school staff personnel?

___ ___ 22. Are research expenses of the council paid for by the school?

23. As related specifically to vocational education evaluation, does the advisory council:

___ ___ a. make suggestions concerning the objectives of the school program of vocational education?

___ ___ b. advise on curriculum construction and materials?

___ ___ c. make suggestions regarding the extent to which occupational skills and attitudes should be taught in the school?

___ ___ d. help develop instruments and procedures for follow-up of students?

___ ___ e. help conduct surveys of former students, parents, and/or employers?

___ ___ f. help acquaint the community with the needs of vocational education?

___ ___ g. provide feedback to the school board, administration, employers, and other citizens?

___ ___ h. help assemble and analyze materials relative to program evaluation?

___ ___ i. help interview former students, parents, and/or employers?

___ ___ j. support student organizations?

___ ___ k. recommend and communicate?

Directions: Mark the remaining questions, using the following key:

S—satisfactory progress in this area

P—only partial success in this area

N—not satisfied with progress in this area

S P N

___ ___ ___ 24. Are council members fully aware of the purpose of the citizens' committee?

___ ___ ___ 25. Do council members possess a working knowledge of the philosophy and objectives of vocational education?

___ ___ ___ 26. Is an information program provided that will keep council members abreast of new vocational education developments?

___ ___ ___ 27. Is the council formally organized?

___ ___ ___ 28. Does the school representative perceive his duty largely as that of requesting rather than giving advice?

___ ___ ___ 29. Are council members well oriented in the principles of vocational education?

___ ___ ___ 30. Do school personnel work with the advisory council when the council is concerned with a specific portion of the school curriculum for which a school staff member is responsible?

___ ___ ___ 31. Are council members invited to school functions?

___ ___ ___ 32. Are council members considered part of the "school family"?

___ ___ ___ 33. Does the council study and debate the issues before making final recommendations?

___ ___ ___ 34. Can the council request school personnel to conduct research?

___ ___ ___ 35. Does the school provide adequate research services for the advisory council?

SUMMARY

The main points to be made about advisory councils are that they should provide occupational information and input for vocational education programs; their organization, name and function can be tailored to specific needs; and their value has long been established. Their use and involvement is limited to advising the local board on vocational education programs.

An advisory council does not guarantee a successful program but does provide an avenue for a realistic approach to the types of programs that will meet the needs of students and the community.

When the advisory role is not filled, the school and the community cannot benefit from the exchange which enables educational programs to be more effective. More importantly, if the program function does not achieve its potential, the individual student is denied educational opportunities that could and should be provided. Effective job preparation can only come from interaction between the educational institution and the employer.

Appendix A

MINUTES OF (_____) ADVISORY COUNCIL REGULAR MEETING
Your School

(Sample Outline)

DATE:_____ TIME:_____

MEMBERS PRESENT:

MEMBERS ABSENT:

OTHERS PRESENT:

MEETING OBJECTIVES OR AGENDA:

DECISIONS MADE:

PLANS FOR FUTURE MEETINGS:

Appendix B

(Sample appointment letter on your school stationery)

Mr. Bill Smith
Lark's Construction Company
3814 Place Drive
Your Town, NE 00000

Dear Mr. Smith:

It is with great pleasure and appreciation that the _____ Board of
Your School
Education welcomes you as a member of the Advisory Council for Vocational Education. Your appointment for a three-year term was approved at last night's board meeting.

Your knowledge and expertise in _____ and your interest in young people qualify you as a highly valuable member of the council. We hope you will find this service rewarding as you help develop future citizens.

Thank you for your interest in vocational education and your willingness to serve.

Sincerely,

Chairman

_____ Board of Education
Your Town

XYZ/vfw

Appendix C

(_____) ADVISORY COUNCIL FOR VOCATIONAL EDUCATION
Your School

Operational Procedures
(Sample Outline Only)

ARTICLE I. NAME AND PURPOSE

Section 1. The above named council shall exist only during such time as it may be authorized by the elected board of education.

Section 2. The purposes and duties of the above named advisory council shall be to:

a. Assess the needs of the community as related to program offerings;

b. Formulate recommendations for the improvement of instruction and facilities;

c. Assess program and course offerings as related to objectives;

d. Assist in the correlation of program(s) with employment opportunities offered by the school;

e. Assist in the development of long-range goals for vocational education within the school district;

f. Advise on revision of objectives for school/program as warranted by study and/or evaluation;

g. Serve as an avenue of communication between education and the world-of-work;

h. Evaluate annually the progress made toward established goals;

i. Etc.

ARTICLE II. COUNCIL MEMBERSHIP

Section 1. Appointments to the advisory council shall be made by _____ in consultation with _____.

Section 2. The advisory council shall consist of a minimum number of ____ members and a maximum of ____ members, excluding ex-officio members.

Section 3. The council membership shall be selected as follows:

a. Geographical sections of school district

b. Types of businesses

c. Various age and educational levels

d. Etc.

Section 4. The term of a new council member shall begin on (*date*).

Section 5. One-third of the total membership shall be appointed each year. Two-thirds of the members will be retained each year with none serving more than ____ successive years. Any outgoing member *(may/may not)* be reappointed for a full term after having served an unexpired term of a member who has left the council.

Section 6. Membership shall automatically be terminated if:

a. S/he fails to attend ____ successive meetings without presenting in advance to the chairman a valid reason for his/her absence;

b. The member is no longer a representative of the category for which selected.

ARTICLE III. COUNCIL LEADERSHIP

Section 1. The officers of the advisory council shall be chairman, vice chairman etc.

Section 2. The election of officers shall be at the *(month)* meeting each year. The officers shall be elected by a majority vote of the council membership.

Section 3. The chairman shall be elected from among members who have served on the council for at least one year. The chairman shall:

a. Preside at all council meetings;

b. Appoint special committees as need arises;

c. Work closely with school staff and administration in organizing council activities.

Section 4. The vice-chairman shall perform these duties in the absence of the chairman.

Section 5. A staff person shall be assigned the responsibility of being the council's contact person within the school. This person will work closely with the council chairman in providing necessary council leadership.

Section 6. A secretary shall:

a. Keep records of attendance of all members;

b. Be in charge of dissemination and organization of minutes, meeting notices, agendas, and any other documents to persons concerned;

c. Maintain a permanent record file of all council activities;

d. Be a council member or an ex-officio member and have the assistance of the school staff and the use of the school facilities in performing these functions.

ARTICLE IV. MEETINGS

Section 1. Regular and special meetings of the advisory council shall be held during the year.

Section 2. Written notices of council meetings shall be mailed to all members at least ____ days before each meeting.

Section 3. Meetings shall be no more than ____ hours in length unless a meeting is voted to continue by the council membership.

Section 4. Agendas for the meetings shall be prepared and disseminated by _____.

Section 5. Standing or special committees shall be appointed by the chairman as needs arise.

ARTICLE V. ANNUAL PROGRAM

Section 1. The program of work for each ensuing year will be discussed during the (*month*) meeting each year.

Section 2. The advisory council shall plan and function under an annual program of work.

ARTICLE VI. AMENDMENTS

Section 1. These guidelines may be amended by a two-thirds majority vote of active members at any regular council meeting.

NEBRASKA ADVISORY COUNCIL FOR
VOCATIONAL EDUCATION
EAST 532, NEBRASKA HALL, UNL
LINCOLN, NEBRASKA 68588

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